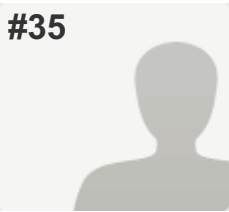


#35



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Wednesday, June 10, 2015 10:54:19 AM

Last Modified: Thursday, August 20, 2015 3:17:17 PM

Time Spent: Over a month

IP Address: 97.64.249.2

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Q1: 1a. TLC Local Plan Measure (1)

Improve student learning by strengthening instruction

Q2: 1b. To what extent has this measure been met?

(no label)

Somewhat Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

The results of the Spring 2015 Iowa Assessments are:

Elementary Reading - +0.6%

Elementary Math - +2.5%

Middle School Reading - +3.9%

Middle School Math - +2.5%

High School Reading - -0.6%

High School Math - -1.3%

While these results show improvement in math and literacy in our elementary and middle schools, our 11th grade students show a slight decrease from the previous year. Once focus for next year will be the tight implementation of the coaching process in both of our comprehensive high schools as well as our alternative high school. After evaluation of DRA2 spring scores from all elementary buildings, the data shows that our schools as a whole had between thirteen and twenty-seven percent of students that made no gain or less than expected gain from the beginning to the end of the year.

The Skills Iowa data is the same data as we consider benchmark data. Those were the benchmarks we gave throughout the year. The universal screen data was not available.

While the elementary and middle schools have shown gains in all three areas, the high schools have shown a slight decrease in all three areas. Other data points collected throughout the year were: Skills Iowa Reading and Math, DRA2 for the elementary and iObservation data. While Skills Iowa data has shown to be consistent and reflective at the elementary level, the results are less aligned at the middle and high school levels. During the upcoming year we will continue to work with all schools, including the high schools, on the effective use of the coaching model to improve student achievement.

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Q4: 2a. TLC Local Plan Measure (2)

Attract able and promising new teachers

Impact of TLC Plan

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

The Waterloo Community School District is committed to attracting able and promising new teachers. Administrators actively recruit from both local and national universities in order to obtain the best and the brightest teachers available. This includes traveling to major cities all across the country. We are able to attract new teachers by outlining the extensive amount of support they will receive given our TLC structure. The reasoning for marking mostly met is the fact that we have hired some teachers as a result of TLC that have not been successful.

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Q7: 3a. TLC Local Plan Measure (3)

Retain effective teachers.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

This year we implemented the Mentor Coach role for our new to the profession teachers in Waterloo. The main function of this role was to provide the necessary support to these new teachers in order to keep them in our district and help them be successful as new teachers. Each quarter (4 times) a survey was given to the first and second year teachers asking for their feedback on the support they have and what additional supports were needed. The Mentor Coach support was rated as the most impactful support the new teachers had this year. We continue to work to improve our retention rate. This year 16% of our new teachers will not be returning in the fall. We do not generally keep track of teacher retention by year, we keep track of retention on a three year basis. I did keep track on a spreadsheet this year because I thought that the information would help inform our work. Survey results show that a major success was the implementation of mentor coaches for the beginning teachers. They have given extensive positive feedback. An area of growth is that our new teachers feel that they need more time with the mentor coaches.

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Q10: 4a. TLC Local Plan Measure (4)

Promote professional growth.

Impact of TLC Plan

Q11: 4b. To what extent has this measure been met?

(no label)

Mostly Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Waterloo has several structures in place that promote professional growth for teachers. They include, but are not limited to: Weekly building level professional development, twice weekly PLCs (elementary), district-wide professional development, Summer Seminars for all grade and content levels, professional development for all those in coaching roles provided by the New Teacher Center, opportunities for peer feedback, and teacher quality professional development chosen by teachers. An agreement was made with our WEA that the scale portion of the iObservation has not been used.

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Q13: 5a. TLC Local Plan Measure (5)

Increase collaboration.

Q14: 5b. To what extent has this measure been met?

(no label)

Mostly Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

As with Goal 4, there are several opportunities for teachers to collaborate with one another. In addition to the twice weekly PLC time for elementary schools, teachers are also able to collaborate with one another via peer feedback, Wednesday professional development time, and during Summer Seminar work. During the 2015-2016 school year the structure of professional development will change. Teachers will be able to collaborate on a monthly basis with all of their grade level/content alike peers in order to discuss data and the implications for teaching and learning. Feedback from our beginning teachers as well as administrators have been the two biggest factors that led us to make changes for the 15-16 school year. We knew going into this process that our first year would be a learning experience, and that there would be aspects that we would need to change.

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

A major adjustment we would like to make for next year is the formation and implementation of a district-wide TLC Advisory Committee. This committee would be comprised of administrators, coaches and teachers and would help streamline the implementation process of TLC. With this implementation we are hoping for more consistent communication between all groups.

Impact of TLC Plan

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

The WCSD Strategic Plan includes 4 components: People, Achievement, Community & Environment. While student achievement is the goal, climate & culture is also key. Here is a quote from a 1st year teacher regarding TLC: "While working with Shannon, I have discovered many benefits to having a mentor coach. She provides great feedback, makes time to meet with me (whether it's her schedule day at Kittrell or not), responds to emails efficiently, personable, and shows a deep understanding of the district curriculum."

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

Waterloo Community School District

Q20: Name of Superintendent

Dr. Jane Lindaman

Q21: Person Completing this Report

Stephanie Mohorne

Q22: Date of Submission

June 12, 2015